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ABSTRACT

This study, an extension of previous research conducted at the College of Education, University of Akron (Ohio), focuses on the concerns and opinions of administrators regarding the use of portfolios for assessing the knowledge, skills, and attitudes of teacher candidates. School administrators (N=15) were asked to evaluate one of three portfolios created by students in a previous study. Administrator input was sought via survey and questionnaire regarding 17 beginning teacher competencies (BTCs), identified by the college; their reactions to the portfolio concept were also sought. Results indicate that administrators find portfolios useful and are willing to spend time in review; there was substantial agreement regarding preferred format and the quality and type of evidence to be included. Based upon this information, the college can better direct preservice teachers in the organization and preparation of a portfolio that will aid them in seeking employment after graduation. Findings are displayed in tabular form; an appendix provides a demographic survey form; a questionnaire evaluating portfolio content, labels, explanations, reflective statements, presentation, and general impressions; and a brief description of each BTC adopted by the college along with a matrix for rating each competence. (Contains 11 references.) (LL)

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ADMINISTRATIVE RESPONSES TO PORTFOLIOS PREPARED BY TEACHER CANDIDATES

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Administrative Responses to Portfolios Prepared by Teacher Candidates

For the past four and half years the faculty in the College of Education at The University of Akron has been revising their undergraduate teacher education curriculum in an effort to meet the demands of the 21st century. As part of this effort, the faculty has been investigating alternative procedures for assessing the knowledge, skills, and attitudes of preservice teachers. Portfolios are one of the alternative procedures that have been of great interest. Experts (Shulman, 1988; Wolf, 1991; Vavrus & Collins, 1991; Newman, Leathers, Smolen, Newman, & Butcher, 1992) have argued that portfolios provide useful performance-based information regarding an individual's knowledge and skills in teaching. Currently portfolios are being used across the country in teacher training programs as alternative assessment tools (Geiger & Shugarman, 1988; Weinberger & Didham, 1987; Terry, Backman, & Eade, 1983).

The research on portfolios to date has focused on the information that a portfolio provides about a teacher candidate, how portfolios should be structured and what they should contain (Vavrus & Collins, 1991; King, 1991; Shulman, Haertel & Bird, 1988). Little research has been done on the usefulness of a portfolio in an interview for a teaching position or on school administrators' perceptions regarding this type of material. These issues are addressed by this research project.

This investigation is an extension of three previous studies conducted in the College of Education at The University of Akron on portfolios. In Study I, one of the researchers investigated the amount of guidance needed by undergraduate students for a well developed presentation of teaching skills in a portfolio format. The students were given a training manual containing step by step guidance in how to develop a portfolio. They were also given a description of the Beginning Teacher Competencies (BTCs) identified by College of Education faculty as essential for mastery by teacher

candidates. They were asked to place materials in their portfolios which reflected these BTCs. Thirty students completed the project and handed in portfolios to be evaluated at the end of the 1991 Spring Semester. A portfolio committee of eight College of Education faculty members was formed during the summer of 1991 to evaluate these portfolios and determine whether or not the evidence provided for each BTC was acceptable or not acceptable. The committee also rated each portfolio as high, average, or low. Three of the portfolios from this study--one from each category--were used in the current research project.

Study II, conducted by both researchers, involved a survey of the faculty members on the portfolio committee. These individuals were asked which BTCs they thought were measurable in a portfolio. They were also asked what evidence they thought should be included in a portfolio to demonstrate each of the BTCs. The responses of the faculty members were compared to the responses of the administrators in the current study.

A third study (Smolen & Newman, 1992) involved a survey which was sent to key administrative school personnel in the 65 surrounding school districts that accept The University of Akron students for field experience and student teaching placement. Sixty-one of the school administrators involved in hiring decisions responded to questions concerning the use of portfolios in the interview process, the time they would allow for them and the type of evidence they would find relevant for inclusion. Eighty-two percent of the 61 respondents indicated a willingness to review portfolios. Fifteen of those respondents were used in the current study.

Some of the questions surrounding the concerns and opinions administrators have regarding the use of portfolios with teacher candidates, has provided the focus for this research. These questions are:

1. What do school administrators think are the relevant beginning teacher competencies that should be addressed in a portfolio? (See Table 1)

2. What type of evidence do school administrators think can be included in a portfolio that could demonstrate attainment of these competencies? (See Table 2)
3. How much do school administrators and college faculty members agree as to the BTC that should be included in a portfolio? (See Table 3)
4. What type of format do school administrators think a portfolio should have? For example, after viewing portfolios, will they believe that it is important to include reflective statements in a portfolio? (See Table 4)
5. What characteristics of a portfolio are correlated with an administrator's willingness to hire the candidates? (See Table 5)
6. After reviewing a portfolio, will school administrators feel positive about using them in the interview process? (See Table 6)
7. Will there be agreement among administrators as to whether or not evidence provided in the same portfolio is sufficient to demonstrate competency as a beginning teacher? (See Table 7)

METHOD

The current study specifically deals with the reactions of 15 school administrators, holding a variety of positions, who were asked to evaluate one of three portfolios previously created by students in Study I. A small sample was used because of cost constraints. The research was supported by a small grant form the College of Education which limited the number of portfolios that could be reproduced and the number of stipends that could be given to administrators.

The three portfolios were specifically selected because they had been previously judged by the faculty committee on portfolios as representing markedly different levels of professional presentation (Newman et al., 1992). One was chosen because it had been rated high, one because it had been rated as average and one because it had been rated as low by the committee. Five copies were made of each

portfolio. Each was carefully reproduced to include all materials and color photos, but all were placed in identical black binders to control for aesthetic differences due to packaging.

Subjects

The 15 administrators sampled were randomly selected from the larger pool of administrators who had previously responded to the survey of 65 school districts in the surrounding area (Study III). They were randomly assigned to one of three groups: Review Team I ("below average portfolio"), Review Team II ("average portfolio"), and Review Team II ("above average portfolio"). Each member of the group was asked to evaluate the same portfolio.

The researchers then hand delivered a portfolio and a survey instrument to each administrator, explaining that they were seeking the administrators' input regarding the 17 BTCs identified by the College and were very interested in their reactions to the portfolio so that they could better direct College of Education students seeking employment in the local schools after graduation. One of the participants had to drop out due to illness and was replaced by another administrator.

Each administrator was given a number of forms to fill out (see Appendix). On one form for demographic information, they were asked to indicate the number of years they had been an administrator and the number of teacher candidate portfolios they had reviewed in the past. They were also asked to give the size of their district and the socio-economic status and ethnicity of their student population.

The administrators were also given a questionnaire which required reactions to the content of the portfolio they had been asked to evaluate. They were asked to comment on the contents and format of the portfolio as well as their general impressions regarding portfolios.

Finally, the adminstrators were given a matrix with the BTCs and the type of evidence that can be used to reflect each BTC. This was a modification of the form

given to the College of Education faculty Portfolio Committee (Newman et al., 1992). They were asked to rate each BTC as to whether or not evidence demonstrating the competency should be included in a teacher candidate's portfolio. They were also asked to check the types of evidence that they felt should be included in the candidate's portfolio to reflect competency in each BTC category.

Research Design

Two research designs were used in this study. The first is a modified Design #6 (posttest equivalent control group design) in Campbell and Stanley.

$$R \quad X_1 \quad O_1$$
$$R \quad X_2 \quad O_1$$
$$R \quad X_3 \quad O_1$$

Where:

- R = random assignment to groups
- X_1 = group evaluating the portfolio rated by the College of Education Portfolio Committee as "below average"
- X_2 = group evaluating the portfolio rated by the College of Education Portfolio Committee as "average"
- X_3 = group evaluating the portfolio rated by the College of Education Portfolio Committee as "above average"
- O_1 = modified College Portfolio Committee survey asking participants to indicate BTCs and evidence to include; to rate their portfolio as above average; and to indicate how likely they would be to interview the author of the portfolio

The second is a pretest/posttest design.

$$O_1 \qquad O_2$$

Where:

- O_1 = the College of Education Portfolio Committee survey results from 1991
- O_2 = the survey results from the 15 administrators in the current study

Statistics

Descriptive and inferential statistics were run to analyze the survey data. Frequencies, means, and standard deviations were calculated for each item in the survey instrument. A correlation matrix was also used to inspect the relationship between a willingness to hire the portfolio's author and other variables. Alpha was set at .05 for all tests of statistical significance.

RESULTS AND DISCUSSION

Analysis of the data indicated a fairly high level of agreement among the administrators concerning the BTCs that they felt should be included in a candidate's portfolio. All respondents indicated that the demonstration of both Effective Communication Skills and Planning/Sequencing Instruction were essential. There was general agreement (92.9%) that information about Classroom Management be included and 85.7% indicated that Motivation Strategies and knowledge of Characteristics of Learners were a must. The only university generated BTCs that were not supported by at least half of the administrators were information about Health and Safety Needs (15.4% said must include) and Equal Educational Opportunity (38.5% said must include). For a complete listing of the BTCs with the frequencies and percentages of the responses, see Table 1.

Insert Table 1 About Here

Administrators were also asked to indicate which types of evidence they felt best demonstrated each of the beginning teacher competencies. While their choices varied for each of the 17 BTCs, there were some types of evidence that were generally considered most valuable. Table 2 is a listing of the evidence that had 50% or more administrator agreement and the following were the six types of evidence regarded as

most relevant for inclusion: educational philosophy, autobiography, correspondence with parents/pupils, lesson plans, unit plans, and classroom organization and management plan (see Table 2).

Insert Table 2 About Here

Administrators' opinions regarding the BTCs to include in a portfolio were also compared with the responses from the College of Education Portfolio Committee. After reviewing and rating the quality of the 30 portfolios produced by students in the college, the committee then responded to a survey asking their opinions about which BTCs could be demonstrated effectively in a portfolio and the types of evidence that would be most appropriate.

When responses from the administrators and the COE faculty were compared, there seemed to be general agreement. Both groups strongly indicated (100%) that demonstration of Effective Communication Skills should be included. Over 92% (92.9%) of the administrators and 100% of the COE faculty also wanted Classroom Management included. The major discrepancy between the groups was in regard to including Life-Long Learning (COE = 20%, administrators = 71.4%) and Equal Educational Opportunity (COE = 80%, administrators = 38.9%). For a complete listing, see Table 3.

Insert Table 3 About Here

There were four questions that dealt with the portfolio format. Questions 9, 23, and 24 asked about the inclusion of labels, explanations, reflective statements, and presenting primary and secondary sources of evidence. Administrators generally

agreed (80%-92.9%) that all were very important in the portfolio. There were no responses to Question 18, which is open-ended and asked for other formatting suggestions (see Table 4).

Insert Table 4 About Here

Table 5 reports the relationship between administrators' willingness to higher a candidate and other selected variables from the questionnaire. Only two variables, appropriate English usage (.99) and the inclusion of a sufficient amount of original teacher-made material in the portfolio (.76), were significantly related to the administrators interest in hiring. Apparently, one can not over-emphasize the importance of appropriate English usage and the potential impact it has on evaluating a teacher candidate (see Table 5).

Insert Table 5 About Here

Questions 20 and 22 are related to administrator attitudes towards the future use of portfolios in the interview process. Surprisingly, virtually all administrators found the portfolios useful, with less discrepancy then expected between those who had different quality portfolios. It was initially expected that the reviewers who received the above average and average portfolios would be more positive than the group reviewing the poor quality portfolio. This was not the case. However, only in the group reviewing the poor quality portfolio was there any unwillingness (40%) to review other candidates' portfolios in the future (see Table 6).

Insert Table 6 About Here

The final table, Table 7 (Questions 4, 6 and 7), addressed the amount of agreement among administrators reviewing the same portfolio, regarding whether or not sufficient evidence was provided to demonstrate competency as a beginning teacher. The responses to Question 4 indicated that almost all reviewers agreed that the portfolio provided them with sufficient information about the candidate. When comparing the responses of Question 4 to those on Question 6, it appears that most reviewers of the average and above average portfolios had enough information about their candidate to be willing to hire them, assuming the interview was satisfactory. 100% of the reviewers of the below average portfolio also felt they had enough information to know that they did not want to hire that candidate (see Table 7).

Insert Table 7 About Here

Analysis of the open-ended responses yielded additional information that can be useful in directing students in the preparation of their portfolio. In response to the most valuable type of evidence to include, four of the seven who answered this question said a video tape of teaching and college transcripts would be very important to include. There were repeated references to the importance of using proper English and creating an error-free document. Four out of five reviewers of the "below average" portfolio stressed the importance of correct spelling, typing and good quality, while the reviewers of the "above average" portfolio focused on aspects that gave a better picture of teaching skills, such as the value and relevance of the reflective statements that were included, the appropriateness of the lessons and the outstanding quality of the entire portfolio.

Questions were also asked to find out how much time administrators anticipated spending on the review a portfolio before, during or after the interview. A third of the administrators indicated that prior review is helpful, while one said that was not

appropriate. Almost everyone indicated that more time would be spent in portfolio review before or after the interview, rather than taking significant time during the interview. The estimated amount of time for review was consistently longer than the time anticipated by the original sample of 65 administrators who responded to a survey without having a portfolio in hand. It was interesting that the actual time the 15 administrators spent in review of the portfolio they were given ranged from a few minutes (5-20 minutes = 21%) to several hours (1-3 hrs. = 43%). This was undoubtedly due to a conscientious effort on the part of the administrators to respond to the survey questions. It also seems quite likely, that one tends to underestimate the amount of time needed to review a candidates' work (see Table 8).

IMPLICATIONS

When one looks at the descriptive data in this study the first impression may be that an N of 15 is too small to be representative. However, please note that these administrators represent 15 independent urban, suburban and rural school districts which employ approximately 1500 teachers and conduct hundreds of interviews each year.

While the data is still mainly descriptive, and one has to be cautious about attempts to generalize, we feel that it does support the premise that administrators find portfolios useful, even if they are not particularly done well, and they are willing to spend time in review. There was also greater agreement than expected regarding the preferred format and important types of evidence to include.

One of the nagging questions that is a potential concern regarding the use of portfolios, is whether or not there is sufficient agreement among professionals to get reliable judgements about the quality of the work (Newman et al., 1992; Newman & Smolen, 1993). This study also provided evidence that one could obtain substantial

agreement among administrators regarding the quality and the type of evidence that is needed to provide a good sense of the candidate's competency as a beginning teacher.

The overriding implication of this study is that based on the evidence we now have, we can help direct students in the organization and preparation of a portfolio that will aid them in seeking employment. We know there will be some differences among the districts, but there is a general interest in portfolios which allows a candidate to showcase his or her ability to effectively communicate, plan sequenced instruction and organize and manage a classroom. This information will help us direct our students' efforts as they begin the highly competitive process of interviewing and obtaining a teaching position.

Table 1

What Do School Administrators Think are the Relevant Beginning Teacher Competencies that Should be Addressed in a Portfolio?

BTC	Omit % (Freq.)	Optional % (Freq.)	Must Include % (Freq.)	Missing Data
Lifelong Learning	7.1 (1)	21.4 (3)	71.4 (10)	1
Equal Educational Opportunity	15.4 (2)	46.2 (6)	38.5 (5)	2
Effective Communication Skills			100.0 (14)	1
Communication with Parents		35.7 (5)	64.3 (9)	1
Specialty Area Knowledge	7.1 (1)	14.3 (2)	78.6 (11)	1
Learning/Problem Solving		35.7 (5)	64.3(9)	1
Decision-Making Skills	7.1 (1)	42.9 (6)	50.0 (7)	1
Motivation Strategies		14.3 (2)	85.7 (12)	1
Diversity in Learners		21.4 (3)	78.6 (11)	1
Instructional Resources		50.0 (7)	50.0 (7)	1
Assessment Techniques		28.6 (4)	71.4 (10)	1
Classroom Management		7.1 (1)	92.9 (13)	1
Teaching Models/Strategies		21.4 (3)	78.6 (11)	1
Health and Safety Needs	7.7 (1)	76.9 (10)	15.4 (2)	2
Characteristics of Learners	7.1 (1)	7.1 (1)	85.7 (12)	1
Planning/Sequencing Instruction			100.0 (14)	1

Table 2

What Types of Evidence Do School Administrators Think Could Be Included in a Portfolio to Demonstrate Attainment of the Beginning Teacher Competencies?

	% of agreement for inclusion
BTC: Lifelong Learning	
Autobiography	57.1
Educational Philosophy	85.7
Volunteer Work in Schools	50.0
Community Service	50.0
BTC: Equal Educational Opportunity	
Educational Philosophy	61.5
BTC: Effective Communication Skills	
Resume	64.3
Autobiography	71.4
Educational Philosophy	64.3
Student Teaching Evaluations	50.0
Sample of Teacher-Made Tests	57.1
Correspondence with Parents/Pupils	85.7
Audio Tape of Lesson	57.1
Video Tape of Lesson	50.0
Community Service	50.0
BTC: Communication with Parents	
Correspondence with Pupils/Parents	92.9
BTC: Specialty Area Knowledge	
Student Teaching Evaluations	57.1
Unit Plans	50.0
Sample of Teacher-Made Materials	57.1
BTC: Learning/Problem Solving	
Student Teaching Evaluations	57.1
Lesson Plans	71.4
Unit Plans	64.3
BTC: Decision-Making Skills	
Student Teaching Evaluations	50.0
BTC: Motivation Strategies	
Student Teaching Evaluations	64.3
Unit Plans	64.3
Classroom Organization/Management Plan	71.4
Samples of Teacher-Made Materials	71.4
Audio Tape of Lesson Plan	50.0
Video Tape of Lesson Plan	50.0

(table continues)

Table 2 (continued)

	% of agreement for inclusion
BTC: Diversity in Learners	
Educational Philosophy	50.0
Field Experience Evaluations	50.0
Lesson Plans	57.1
Unit Plans	50.0
Classroom Organization/Management Plan	57.1
Samples of Pupils' Work	57.1
BTC: Instructional Resources	
Lesson Plans	71.4
Unit Plans	71.4
BTC: Assessment Techniques	
Student Teaching Evaluations	50.0
Lesson Plans	57.1
Unit Plans	57.1
Samples of Teacher-Made Tests	85.7
BTC: Classroom Management	
Classroom Organization/Management Plan	71.4
Video Tape of Lesson Plan	50.0
BTC: Teaching Models/Strategies	
Student Teaching Evaluations	50.0
Lesson Plans	85.7
Unit Plans	71.4
Samples of Teacher-Made Materials	50.0
Audio Tape of Lessons	64.3
Video Tape of Lessons	64.3
BTC: Health and Safety Needs	
None of the evidence listed had 50% agreement for inclusion	
BTC: Characteristics of Learners	
Lesson Plans	57.1
Unit Plans	50.0
Classroom Organization/Management Plan	50.0
BTC: Planning/Sequencing Instruction	
Student Teaching Evaluations	57.1
Lesson Plans	78.6
Unit Plans	85.7
Classroom Organization/Management Plan	50.0
Samples of Teacher-Made Materials	50.0

Note: Agreement of 50% or greater was needed before evidence was listed as a means of demonstrating a BTC.

Table 3

Is There Agreement Between the College of Education Faculty and School Administrators on the Beginning Teacher Competencies to Include in a Portfolio?

	College of Education %	School Administrators %
Lifelong Learning	20	71.4
Equal Educational Opportunity	80	38.5
Effective Communication Skills	100	100.0
Communication with Parents	100	64.3
Specialty Area Knowledge	100	78.6
Learning/Problem Solving	100	64.3
Decision-Making Skills	60	50.0
Motivation Strategies	80	85.7
Diversity in Learners	100	78.6
Instructional Resources	100	50.0
Assessment Techniques	100	71.4
Classroom Management	100	92.9
Teaching Models/Strategies	80	78.6
Health and Safety Needs	20	15.4
Characteristics of Learners	100	85.7
Planning/Sequencing Instruction	60	100.0

Note: N = 5 for College of Education Faculty; N = 14 for School Administrators

Table 4

What Type of Format Do Administrators Prefer in Portfolios?

Q9. Was your evaluation of the portfolio helped by the inclusion of:

	Yes	
	Frequency	%
Labels	13	92.9
Explanations	12	85.7
Reflective Statements	13	86.7

Q23. How important do you think it is to include primary sources (i.e., lesson plans, unit plans, etc)?

Must Include		Optional	
Frequency	%	Frequency	%
12	80	3	20

Q24. How important do you think it is to include secondary sources (teaching evaluations, letters of recommendation, awards and certificates, etc.)?

Must Include		Optional	
Frequency	%	Frequency	%
12	80	3	20

Table 5

Phi Coefficients or Point Biserial Correlations Between Administrators' Willingness to Hire a Candidate and the Following Variables

	Intv	Judg	Abil	Prof	ENgsK	Orgz	Much	Little	Orig	TMREV	Tool	WDspend	Fut	Primso
r	•	-.22	•	.51	.99	•	.22	.52	.76	-.15	.41	-.07	.46	-.38
p	•	.55	•	.13	.001	•	.54	.12	.02	.68	.25	.89	.18	.36
N	10	10	10	10	9	10	10	10	9	10	10	7	10	10

Note: HIR (interest in hiring), coded "1" if yes; "0" if no
Intv (interest in interviewing), coded "1" if yes; "0" if no
Judg (sufficient info to make a judgment), coded "1" if yes; "0" if no
Abil (impression of candidate's abilities), coded "1" if yes; "0" if no
Prof (professional appearance), coded "1" if yes; "0" if no
ENGSK (appropriate English usage), coded "1" if yes; "0" if no
Orgz (well organized), coded "1" if yes; "0" if no
Much (too much material), coded "1" if yes; "0" if no
Little (too little material), coded "1" if yes; "0" if no
Orig (sufficient original material), coded "1" if yes; "0" if no
TMREV (amount time spent in review portfolio), coded in minutes span)
Tool (reaction to using as an interview tool), coded "1" if not at all; "2" if somewhat helpful; "3" if valuable, "4" if very valuable
WDspend (amount of interview time would spend reviewing a portfolio), coded in minute
Fut (interest in reviewing candidate's portfolio in future), coded "1" if not at all; "2" if somewhat interested; "3" if interested; "4" if very interested
Primso (importance of including primary sources), coded "1" if omit, "2" if optional, "3" if must include
• = not enough variability between variables to compute a correlation

Table 6

After Viewing a Portfolio, Will Reviewers Feel Positive about Using Portfolios in the Interview Process

	Very Valuable	Valuable	Somewhat Helpful	Not at All Valuable
Q20. Rate your reaction to using a portfolio as an interviewing tool				
Level 1		80%	20%	
Level 2	40%	40%	20%	
Level 3	40%	40%	20%	

Q22. How interested would you be in reviewing a candidate's portfolio in the future?

	Very Interested	Interested	Somewhat Interested	Not at All Interested
Level 1	20%	40%		40%
Level 2	40%	60%		
Level 3	60%	20%	20%	

Note: Level 1 = poor quality portfolio
Level 2 = average quality portfolio
Level 3 = above average quality portfolio
N = 5 for each level

Table 7

Amount of Agreement Among Administrators as to Whether the Evidence Provided in the Same Portfolio is Sufficient to Demonstrate Beginning Teacher Competencies

Q4. Do you feel the information included in the portfolio is sufficient to make a judgment about this candidate's potential as a teacher in your school district?

	Yes	No
Level 1	80%	20%
Level 2	100%	
Level 3	100%	

Q6. Based on this portfolio would you be interested in hiring this person, assuming the interview was satisfactory?

	Yes	No	Other	
Level 1		100%		
Level 2	80%	20%		
Level 3	60%	20%	20%	No bearing on selection

Q7. Does this portfolio provide you with an impression of this candidate's abilities to guide students in the development of their knowledge and skills?

	Yes	No
Level 1	80%	20%
Level 2	100%	
Level 3	80%	20%

Note: Level 1 = poor quality portfolio
Level 2 = average quality portfolio
Level 3 = above average quality portfolio
N = 5 for each level

Table 8

Anticipated and Actual Time Spent in Reviewing the Portfolios of Candidates for Teaching Positions

Amount of Time 15 Administrators Currently Reviewing A Sample Portfolio Anticipate They Would Generally Spend In Reviewing A Teacher Candidate' Portfolios

Before Actual Candidate Interview			After Actual Candidate Interview			During Actual Candidate Interview		
# of minutes		% of admin.	# of minutes		% of admin.	# of minutes		% of admin.
0-8	-	33%	5-8	-	50%	5	-	50%
10-15	-	42%	10-15	-	37%	8	-	17%
40-60	-	25%	45	-	37%	10	-	33%

Amount of Time 65 Administrators Responding to A Survey Estimated They Would Spend Reviewing A Teacher Candidate's Portfolio

3 - 10 minutes = 48%
10 - 20 minutes = 39%
30 - 60 minutes = 13%

Actual Amount of Time 15 Administrators Spent In Reviewing A Teacher Candidate's Portfolio and Responding To A Questionnaire

3-10 minutes	=	21%
30-55 minutes	=	33%
1 - 2-1/2 hrs.	=	40%
3+ hrs.	=	13%

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APPENDIX A

The University of Akron

Department of Elementary Education
College of Education
Akron, OH 44325-4205
216-972-7756

April 24, 1992

Dear Administrator:

The portfolios that have been selected for this study were developed by students at different stages in their professional training. They, therefore, reflect a wide range in quality and level of completion. We ask that you use your professional judgment and expertise in the field of education to rate the portfolio you are given.

When you complete your evaluation of the portfolio, please return it to us in the mailing envelope provided. If you have any questions feel free to contact us at the University (Dr. Smolen 972-6961 and Dr. Newman 972-6465). Thank you very much for your time and effort. We greatly appreciate your contribution to this study and to the improvement of teacher training in our college.

Sincerely,

Lynn Smolen
Associate Professor

Carole Newman
Visiting Assistant Professor

/sn

Portfolio Research Survey

Personal Information:

Name_____

Social Security Number (for payment)_____

School District_____

Position_____

Number of years as an administrator_____

Are you involved on the interviewing of teacher candidates?_____

What is the approximate number of teacher candidate portfolios you have in the reviewed in the past?_____

District Demographics:

What is the size of your district?_____

Please indicate the type of district:

Majority affluent:_____

Majority middle income_____

Majority low income_____

Mixed SES_____

Please indicate the approximate percent of students who are:

White_____

Black_____

Hispanic_____

Asian_____

Other_____

Directions:

After reviewing your portfolio, please respond to the following questions.

Where Appropriate:

- Check the response to reflect your opinion.
- Comment freely on items to help us formulate a clearer picture of your reactions to the portfolio.
- Complete the checklist of Beginning Teacher Competencies and appropriate forms of evidence.

When you have finished, please place the survey and portfolio in the mailer envelope provided and mail it back to us.

Thank you very much for your assistance in this research project.

Lynn A. Smolen
Carole Newman

Questionnaire on Portfolios for Administrators

Contents of Portfolio

1. Does this portfolio give you valuable information regarding whether or not you would be interested in interviewing this candidate?

   Yes_____ No_____

   Comments:

2. Which part of the portfolio do you feel provided you with the best information to make a decision about this candidate?

   Comments:

3. What information, if any, was not included that you feel would have been helpful in forming a clear picture of this candidate's teaching potential?

   Comments:

4. Do you feel the information included in the portfolio is sufficient to make a judgment about this candidate's potential as a teacher in your school district?

   Yes_____ No_____

   Comments:

5. What information, if any, do you feel should have been eliminated from this portfolio?

   Comments:

6. Based on this portfolio, would you be interested in hiring this person, assuming an interview was satisfactory?

Yes_____ No_____

Comments:

7. Does this portfolio provide you with an impression of this candidate's abilities to guide students in the development of their knowledge and skills?

Yes_____ No_____

Comments:

Labels, Explanations and Reflective Statements

Labels on pictures and other types of evidence identify the material in the portfolio.

Explanations on pictures and other types of evidence help the reader understand what he or she is looking at. For example, one candidate placed in her portfolio a sample of a pupil's writing. She attached a card to her writing sample with the following explanation: "This is a nine-year old pupil's rough draft of a story he developed while working through the writing process."

Reflective Statements are written to provide the reviewer with an understanding of the candidate's thoughts about **why evidence was included** and **why and how it is important for teaching.** These are often value statements. For example, one candidate included the following reflective statement next to a picture of a pupil and her poem, "Having a student write a poem about an event or a person is a great way to evaluate student comprehension."

8. Did the portfolio you reviewed contain:

a. Labels Yes_____ No_____

b. Explanations Yes_____ No_____

c. Reflective Statements Yes_____ No_____

Comments:

9. Was your evaluation of the portfolio helped by the inclusion of:

a. Labels Yes_____ No_____

b. Explanations Yes_____ No_____

c. Reflective Statements Yes_____ No_____

Comments:

10. Do you feel it would have been helpful if more of the material in the portfolio contained:

a. Labels Yes_____ No_____

b. Explanations Yes_____ No_____

c. Reflective Statements Yes_____ No_____

Comments:

Presentation of the Portfolio

11. Do you think this candidate's portfolio has a professional appearance?

Yes_____ No_____

Comments:

12. Does this portfolio give the impression that the candidate has appropriate skills in English usage and mechanics? (The portfolio appears to be free of spelling, grammar and punctuation errors.)

Yes_____ No_____

Comments:

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13. Was this portfolio well-organized and easy to follow?

Yes_____ No_____

Comments:

14. Does this portfolio have too much material included?

Yes_____ No_____

Comments:

15. Does this portfolio have too little material included?

Yes_____ No_____

Comments:

16. From reviewing this portfolio, did you get the impression that this candidate has included a sufficient amount of original materials that she has developed herself?

Yes_____ No_____

Comments:

17. Please rate the print style and quality.

Good_____ Average_____ Poor_____

Comments:

18. What kind of format would be most helpful to you?

General Impressions

19. How much time did you spend reviewing this portfolio?_____

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20. Rate your reactions to using a portfolio as an interviewing tool? Please check:

Very Valuable	Valuable	Somewhat Helpful	Not at all Valuable
_____	_____	_____	_____

21. How much of your interview time would you be willing to spend in reviewing a portfolio?_____

22. How interested would you be in reviewing a candidate's portfolio in the future?
Please Check:

Very Interested	Interested	Somewhat Interested	Not at all Interested
_____	_____	_____	_____

23. In reviewing a portfolio, how important do you think it is to include primary sources (i.e. lesson plans, unit plans, teacher-made instructional material, pictures of actual teaching, etc.)?

Must include_____ Optional_____ Omit_____

Comments:

24. In reviewing a portfolio, how important do you think it is to include secondary sources (i.e. teaching evaluations, letters of recommendation, awards and certificates, etc.)?

Must include_____ Optional_____ Omit_____

Comments:

25. How much time do you allot to an interview?_____

Comments:

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26. How much time do you anticipate spending in reviewing a portfolio:

during the interview_____
before the interview_____
after the interview_____

Comments:

27. Would it be useful to your screening process for every teacher candidate to have a portfolio?

Yes_____ No_____

Comments:

28. What is your attitude towards reviewing portfolios?

Positive_____ Neutral_____ Negative_____

29. After reviewing this portfolio, has your attitude changed towards portfolios?

Yes_____ No_____

More Favorable_____
Less Favorable_____

Comments:

30. Who does the interviewing for teacher placement in your district?

Superintendent _____
Assistant Superintendent _____
Director of Personnel _____
Principal _____

Comments:

31. How many interviews are there usually for each teacher candidate that is hired?

One interview _____
Two interviews _____
Three interviews _____

Comments:

The following are the Beginning Teacher competencies (BTCs) that have been adapted by the College of Education at The University of Akron. For a brief description of each BTC please refer to the pages marked "Description of Beginning Teacher Competencies." Even though some competencies may appear to overlap, please rate each competency individually, considering its own value. For example, if you feel Planning and Instruction are a must for inclusion, and also feel Structure and Sequenced Subject matter are a must, indicate that on your survey.

1. Rate each BTC as to whether or not evidence demonstrating this competency *should be included* in the teacher candidates' portfolios.

2. For each BTC, check the types of evidence that you feel should be included in the candidates portfolio to reflect competency in this area.

3. In the column marked "other" please list any additional types of evidence that you think would be appropriate for demonstrating each competency.

Directions:

Section 1: For each BTC, mark an 'X' indicating whether or not it **must be included** is **optional** or should be **omitted**.

Section 2: For every BTC, place an 'X' next to each type of evidence that you feel would be helpful in assessing attainment of the Beginning Teacher Competency

BTC's	Section 1: Must Include	Section 1: Optional	Section 1: Omit	Section 2: Resume'	Autobiography	Educational Philosophy	Letters of Recommendation	Student Teaching Evaluations	Field Experience Evaluations	Lesson Plans	Unit Plans	Classroom Organization/Mgmt. Plan	Samples of Teacher-Made Tests	Samples of Teacher-Made Materials	Samples of Pupils' Work	Photo Essay of Teaching	Correspondence with Parents/Pupils	Audio Tape of Lesson	Video Tape of Lesson	Awards/Certificates	Evidence of Computer Skills	Volunteer Work in Schools	Community Service	Other
Lifelong Learning																								
Equal Educational Opportunity																								
Effective Communication Skills																								
Communication with Parents																								
Speciality Area Knowledge																								
Learning/Problem Solving																								
Decision-Making Skills																								
Motivation Strategies																								
Diversity in Learners																								
Instructional Resources																								
Assessment Techniques																								
Classroom Management																								
Teaching Models/Strategies																								
Health and Safety Needs																								
Characteristics of Learners																								
Planning/Sequencing Instruction																								

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3. In the column marked "other" please list any additional types of evidence that you think would be appropriate for demonstrating each competency.

Explanation of Beginning Teacher Competencies (BTC's)

1. Lifelong Learning

Demonstrate a commitment to lifelong learning, both personally and professionally. This competency implies staying current in subject matter areas and in professional knowledge.

2. Equal Educational Opportunity

Know and appreciate the profession's regard for human potential and access to equal educational opportunity as revealed in the history, purpose, and changing social structure of American education.

3. Effective Communication Skills

Demonstrate effective communication skills: listening, speaking, reading, and writing.

4. Communication with Parents

Communicate effectively with parents to enhance student learning both in the school and in the home.

5. Specialty Area Knowledge

Demonstrate both depth and breadth of knowledge in at least one specialty area, such as math, science, social studies, literature,, foreign languages, etc.

6. Learning/Problem Solving

Possess a repertoire of learning, study, and problem-solving strategies and be able to incorporate them into content area lessons for optimal student learning. This competency refers to two different levels: teacher candidate's own ability to use effective strategies for their own learning and their ability to model and explain effective strategies to students to help them improve their performance in different content areas.

7. Decision-Making Skills

Demonstrate confidence in ability to make professional decisions through use of a rational decision-making model.

8. Motivation Strategies

Establish a classroom environment that develops optimal academic motivation and uses motivation strategies known to enhance self-regulated learning. This competency refers to a teacher candidate's ability to structure the learning environment so as to emphasize the positive rather than the negative. It includes the ability to emphasize student strengths rather than their weaknesses and to use praise that specifies what students did to achieve success. It also includes the following skills: knowing how to guide students to set their own goals, diagnosing student motivational needs, stating positive expectations for students.

9. Diversity in Learners

Understand and accept the diversity that exists in the student population (sociocultural, ethnic, and religious differences; and handicapping conditions) and adapt instructional objectives, materials, and strategies on the basis of diversity.

10. Instructional Resources

Use human, material, and technological resources to support instruction. This competency refers to the ability to use audiovisual materials, computers, and other teacher-made materials effectively to enhance learning and motivate students to learn.

11. Assessment Techniques

Construct, use, and interpret a variety of assessment techniques for appropriate instructional purposes. This competency includes the ability to determine which type of assessment will best measure a desired learning outcome. It also includes the ability to interpret test results and explain them to students.

12. Classroom Management

Demonstrate a variety of classroom management strategies designed to promote a productive learning environment, prevent behavior problems, foster student personal responsibility, and apply a hierarchy of interventions for changing inappropriate behavior.

13. Teaching Models

Demonstrate a variety of instructional models and teaching strategies and know when to use them. Some examples of teaching models are: Madeline Hunter's Lesson Design, Ausubel's Advance Organizer Model, Taba's Inductive Thinking Model, and Slavin's Cooperative Learning Approach.

14. Health and Safety Needs

Recognize and respond to student health and safety needs and understand their ethical and legal implications.

15. Characteristics of Learners

Describe typical learner characteristics at various levels of development--i.e., psychosocial, cognitive, language, physical, and moral. This competency includes the ability to plan activities appropriate to the level of thinking of students.

16. Planning/Sequencing Instruction

Plan, sequence, and implement effective instruction which uses learner characteristics as the basis of choosing appropriate objectives, materials, and strategies. This competency includes the ability to do long-range planning, such as weekly plans and unit plans.